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ABSTRACT

This guide offers practical assistance to all persons participating in exchanges under the "Exchange scheme for school teachers in the European Community," and it provides exchange participants with precise information on the scheme's objectives and implications. The publication is organized into four sections. Part 1 situates the scheme within the general framework of activities undertaken by the Commission of the European Communities pursuant to a 1988 Resolution on the introduction of the European dimension in education and eligibility conditions for exchanges. Part 2 discusses pedagogical aspects and the institutional framework including projects, schools, the European dimension of the project, networks, head teachers, evaluation, follow-up, and inservice training. Part 3 offers practical advice on how to achieve the most favorable conditions for exchanges, based on feedback from previous experiences. Part 4 compiles information concerning the types of documentation which are necessary and useful to have. Four appendices provide a list of national structures (government agencies); addresses of LINGUA, PETRA and ARION (large-scale European Community programs), an application form, and an evaluation questionnaire. (LL)

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ED356205

GUIDE

TO THE EXCHANGE OF SCHOOL TEACHERS

IN THE EUROPEAN COMMUNITY

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

The purpose of this guide is to offer practical assistance to all persons participating in exchanges under the "Exchange scheme for school teachers in the European Community".

The scheme has met with great success, as evidenced by the large number of applications received and by the extent to which teachers have participated in the scheme and its follow-up activities.

For this reason, it has appeared expedient to provide exchange participants with precise information on the scheme's objectives and implications. Having this information in hand prior to departure, participants will be able to understand better what is at stake in teacher mobility.

This guide comprises four sections. Part one situates the scheme within the general framework of activities undertaken by the Commission of the European Communities pursuant to the Resolution of 24 May 1988 (OJ No. C 177/02 of 24 May 1988) on the introduction of the European dimension in education and the eligibility conditions for exchanges. Part two discusses pedagogical aspects and the institutional framework. Based on experience already gathered, part three offers practical advice on how to achieve the most favourable conditions for exchanges. Part four compiles information concerning the types of documentation which are necessary and useful to have.

A. EXCHANGE SCHEME FOR SCHOOL TEACHERS IN THE EUROPEAN COMMUNITY

1. GENERAL FRAMEWORK OF COMMISSION ACTIVITIES IMPLEMENTING THE RESOLUTION ON THE EUROPEAN DIMENSION IN EDUCATION

Following an initiative of the European Parliament, a specific budget line was introduced in 1989 to enable 400 school teachers from the Member States to carry out bilateral exchanges on a reciprocal basis.

This scheme is part of the general framework established by the Resolution of the Council, and the Ministers meeting within the Council, of 24 May 1988 which aims to promote the strengthening of the European dimension in education and, in particular, point 6, which mentions the "promotion of measures to boost contacts between pupils and teachers from different countries", and point 14, which mentions specific additional measures "to encourage cooperation and exchange of views among the national bodies responsible for the encouragement of exchanges of pupils and teachers".

The European dimension in education is already firmly anchored in large-scale Community programmes, such as ERASMUS, LINGUA, PETRA and ARION which are all working to build a People's Europe. These programmes involve students, teachers and trainers. In this same context, the scheme for "the exchange of school teachers" is a further link in the series of activities stimulating the educational community and fostering mobility.

Thus integrated in a greater complex of activities, teachers participating in exchanges become the driving force behind a scheme whose importance transcends their individual participation. Each exchange is the starting point for the progressive mobilization of the entire institution, leading to the establishment of cooperation between schools.

2. OBJECTIVES OF THE SCHEME

The exchanges aim to:

- support cooperation between schools which already have established links;
- forge new links between schools;
- foster the notion of partnership by creating networks and interschool associations;
- encourage the development of a European dimension within partner institutions;

More specifically, these objectives also aim to:

- contribute to the in-service training of teachers so as to enhance their awareness of other teaching methods and familiarize them with the diversity of professional and cultural life in the Community;
- support the preparation of joint interdisciplinary projects centred on specific topics.

3. WHO CAN PARTICIPATE ?

3.1. Teachers

This scheme is directed at all teachers of pupils aged between 10 and 18, regardless of the subjects they teach. Given the diversity of education systems in the Member States of the Community, age groups have been used as opposed to class levels. In this way, the National Structures are responsible for deciding, where necessary, to award grants to primary school teachers.

General education teachers are considered to be the primary beneficiaries under this scheme. They are given preferential treatment over foreign language teachers except when the foreign language is to be used only as a means of communication. It should be recalled that the LINGUA programme provides grants for the initial and in-service training of foreign language teachers. Special schemes have been set up under the PETRA II programme for technical and vocational schools. (See annexes.) However, it would appear necessary that the teacher carrying out the exchange should have sufficient knowledge of one of the languages spoken or taught in the host school, in order to develop relationships with the teachers and pupils at the school.

3.2. Schools

As set out in the objectives of the scheme, the exchanges must be proposed by the school as part of a school project and cooperation programme with other partner schools.

For institutions which have yet to create ties with schools in another Member State, exchanges should help to establish such links and prepare a working programme for projects which will be carried out jointly with the schools concerned.

All educational networks recognized as such by the Ministries of Education may participate in this scheme (State, public, private, church affiliated, regional, etc.).

4. ADMINISTRATION

4.1. The National Structures

As programme management is decentralized, Member States have set up structures responsible for the administration of exchanges and for maintaining contacts with structures of other Member States and with the Commission (see Annex: addresses of National Structures).

The main role of the National Structures is to:

- disseminate information;
- provide application forms and evaluation questionnaires;
- select teacher candidates;
- assist schools, which have yet to establish ties with educational institutions in other Member States, in their search for partners;
- assure the administrative follow-up of dossiers;
- where possible, provide for appropriate replacements for teachers participating in exchanges.

Schools taking part in an exchange should therefore receive the full support of the competent authorities at local, regional and national level.

Each Member State is awarded a quota of grants based on their respective population. However, the quota system favours countries with the smallest populations and those situated on the periphery of the European Community.

4.2. Grants

Community subsidies help to cover the real costs of teacher mobility (that is, travel and accommodation costs), but not the cost of replacement teachers. Subsidies amount to an average of ECU 1500 per teacher.

Under no circumstances may subsidies be used to cover insurance costs associated with the exchanges. Participants must therefore make their own arrangements in this regard.

Subsidies are awarded to individuals; this means that grant recipients may not be accompanied by a family member: no administrative measures have been foreseen for persons other than the recipient of the exchange grant.

4.3. Exchange framework

Both the form and duration of exchanges must be as flexible as possible, allowing them to be adapted to the specific needs of teachers and the different characteristics of school life in the Member States.

Nevertheless, exchanges must take place during the school year, taking into account the holiday periods of the host country. Concluded on the basis of compulsory reciprocity, the two parts of the exchange must be completed during the same school year.

Schools are invited to propose exchanges which last from three weeks to one month. Participants considered 3 weeks to be the optimal duration.

These exchanges can be performed as:

- simultaneous exchanges; when two teachers are away at the same time and do not meet.
- consecutive exchanges, i.e. visits from participating teachers at different times during the school year;
- a combination of these two approaches, where the teachers spend part of the exchange period working together in one of the schools and another part replacing each other.

Teachers participating in exchanges will not be required to teach the same subjects. It is nevertheless strongly recommended that a maximum effort be made to involve teachers working in the same field.

4.4. Evaluation questionnaires and final reports

Selected candidates received from the National Structures an evaluation questionnaire which has two sections: the first part, from point 1 to point 6, is primarily concerned with statistical data; the second part, point 7, focuses on the final report.

As an aid for subsequent analysis, participants are kindly requested to follow the format recommended for these reports (see Annex).

The report must be as complete and exact as possible. This will allow the exchange scheme to be improved and updated on the basis of the remarks and suggestions received.

B. THE INSTITUTIONAL AND PEDAGOGICAL FRAMEWORK

1. PROJECTS

As is stated clearly in the objectives of the scheme, the exchanges discussed here should be based on more than personal initiative and should demonstrate the prospect of long-term success.

Exchanges planned under this scheme are to be based on projects. The concept of 'project' is quite broad depending on countries and cultures. Indeed, much has been written on the notion of 'project' and its diverse pedagogical and philosophical foundations. However, the purpose of this guide is not to define the various possible forms a project can take but more simply, to place this scheme within a pedagogical strategy which:

- has a specific theme;
- is interdisciplinary;
- has a specific duration;
- includes an evaluation component;
- leads to positive results.

Developing and carrying out projects are complex tasks requiring the participation of a team of teachers (if not the entire school staff). The project's interdisciplinary component requires the involvement of several teachers and, as a result, that schools become more receptive to non-traditional approaches to teaching.

2. SCHOOLS

There may be resistance when some or all of the teaching staff become involved in a joint project. Such problems are familiar and can be attributed to the resistance that generally arises when change is implemented. These problems are exacerbated by the practical obstacles encountered when organizing exchanges with teachers from another country.

The main difficulties are the following:

- project management in schools;
- the diversity and occasional inflexibility of school curricula in some Member States;
- the diversity of school structures and calendars (school hours, course duration, holidays, etc.);
- different levels of motivation of the partners involved;
- administrative problems.

In view of these difficulties, it is important that strategies to encourage motivation among colleagues in schools be developed.

The positive contribution head teachers can make should not be underestimated (see point 5). Head teachers play a significant role in determining the response any given project receives as well as in assuring that difficulties are overcome.

3. THE EUROPEAN DIMENSION OF THE PROJECT

The European dimension in education should not be limited by strict definitions. It is a complex, all-encompassing and multifaceted notion which cuts across all subject areas. Consequently, the European dimension is not merely of concern to a small group of teachers, but involves all participants in the education system.

Whilst projects require a pedagogical strategy, the act of assuring a European dimension in education implies extending this strategy to all school activities.

Teachers engaged in a pedagogical project with a European dimension should serve as the driving force behind a new European awareness as manifested in an active understanding of Europe's multicultural fabric. The European dimension of a project calls for a new sensitivity to differences. It comes to life with the first contacts in a new multicultural environment, becoming a new element to be integrated into the school. In this way, the reality of "Europe" is beginning to change schools and the way young people are taught.

In this context, schools are seen as a social unit, a community, a group working together, linked to a larger societal project and in touch with the economic and social environment.

4. NETWORKS

Forging links between schools creates a new relationship between educational institutions and individuals. Exchanges are but one element in this link which must be sustained by creating a lasting partnership based on mutual trust and support which extends beyond bilateral relations and exchanges.

In this way, networks and interschool links can be established which open up new opportunities for an effective integration of the European dimension in education.

Networks are a way of enriching bilateral contacts. They enable the creation of more elaborate communication processes. Intended as a constellation of partnerships, the network is an effective way to foster an intercultural European dimension which is shared equally by all Member States. Reciprocal bilateral exchanges can lead to a network comprising several interschool links. This development must be gradual and controlled if the result is to endure.

5. HEAD TEACHERS

The role of head teacher is of primary importance, as this scheme extends beyond the mere bilateral exchange of two teachers and affects the entire educational institution. By developing lasting ties with other schools through the exchange scheme, schools can develop or reinforce their image as educational institutions open to the European dimension.

The head teacher and the entire teaching staff should actively support and participate in the exchange project, allowing the visiting teacher to be introduced as quickly as possible to the school staff and become completely immersed in school life.

The head teacher should therefore take all necessary steps to ensure that visiting teachers do not feel isolated or abandoned during their stay.

At the end of the visit, the head teacher must provide visiting teachers with a certificate mentioning the activities undertaken by them during their stay at the school.

6. EVALUATION

Point A.3.4. mentioned the questionnaire and final report which participants must send to the National Structure following their exchanges. The contents of the final report will be used in evaluating the results of these project-oriented exchanges.

The impact of the exchanges should be felt primarily by the teachers concerned, then by colleagues involved in the project and finally by the pupils who themselves will have had the opportunity to experience a new form of teaching. There may also be some impact on the general organization of teaching at the school.

In educational contexts involving different languages and cultures, teachers can propose new strategies for working together which could lead to changes in the pace of teaching and the methods used.

In this way, incorporating the European dimension in education and school life involves a change in approaches and attitudes.

7. FOLLOW-UP

The notion of "follow-up" focuses our attention on what happens after the exchange. In the type of project described above and in reference to this scheme, the actual exchange is only one element in the process of setting up and maintaining links and cooperation activities between schools.

In following-up a project, tasks need to be delegated between teaching staff. The follow-up process is a vital element in the future partnership.

8. IN-SERVICE TRAINING

The exchange experience represents an important contribution to the in-service training of teachers.

Coming into direct contact with the life of another school encourages teachers to reflect on the educational situation in their own country and on the pedagogical methods they themselves use.

By stepping back from their own approach and becoming aware of the relativity of the specific certainties and values of a system, teachers can begin to question what they have come to take for granted. This process, which lies at the heart of in-service training, is accompanied by the enhancement of didactic skills and methods which in turn fosters renewed motivation, improved teaching and the broadening of pedagogical perspectives.

C. PRACTICAL ASPECTS: RECOMMENDATIONS AND SUGGESTIONS

1. PREPARING THE "EXCHANGE PROJECT"

Experience has shown that the exchange process begins with the preparation of the application form, as a rough outline of the project must be submitted with the application.

If a school has not yet established links with other European schools, the project must clearly mention the general objectives to be pursued and the topics which will be addressed so as to facilitate the National Structures' search for an appropriate partner.

2. TEACHERS

Setting up a link or twinning arrangement between schools requires a great amount of time and work, which means that the role of teachers participating in these exchanges is highly complex.

It is strongly recommended that teachers take up contact with their partner and host school as soon as possible. These initial contacts will help prepare the way for fruitful collaboration and establish a climate of confidence and good rapport.

The experience gathered over the first two years of the scheme has shown that it is important and reassuring for teachers to have a detailed schedule of their activities during their visit, even if this schedule is later altered to meet unexpected requirements or opportunities.

3. RECEIVING THE VISITING TEACHER

The way in which a teacher is received can help significantly in overcoming adaptation and awareness problems as well as those related to cultural differences. It should not be forgotten that foreign language teachers among the school's own staff can provide valuable assistance whenever language problems arise.

3.1. At school

Arriving at a foreign place and meeting with new colleagues for the first time can cause some anxiety. For this reason it is important that the head teacher of the school officially introduces the visiting colleague to the entire teaching and

non-teaching staff on the first day, stating clearly the objectives of the visit (for those who were not involved in preparing the project). This can help to avoid misunderstandings and any feelings of uneasiness.

The arrival of a visiting teacher should not be viewed as a distraction from, or disruption of the school's routine.

Visiting teachers should be given a tour of the school and a map, enabling them to find their way around on their own. The bulletin board in the conference room, the school timetable, the division of classes and classrooms should be explained clearly.

Visiting teachers are pleased to receive invitations to take part in school activities such as conferences, subject-related group discussions, project coordination sessions, ceremonies, etc. No stone should be left unturned in helping them to feel welcome and to integrate as rapidly as possible in the school routine.

3.2. In private circles

Wherever possible, visiting teachers should be met at the rail station or airport. This helps to ease the hardships of leaving home and arriving in another country, whose langauge one does not necessarily speak.

Moreover, assistance in finding accommodation, advice concerning restaurants and shops, and information on doctors to be contacted in emergencies are certain to be well received.

In addition to the programme of activities prepared for the visit, gatherings which enable those participating to become better acquainted and establish bonds of friendship should be given a special place. Informal invitations for coffee or dinner, to take part in excursions or cultural activities, attend sports events and the like will give visiting teachers the opportunity to become more familiar with the social and cultural environment of their colleagues.

D. DOCUMENTATION - INFORMATION

Within the framework of this type of exchange, teachers become a direct and unexpected source of information on the education system of their country, teaching methods, and so forth.

For this reason, whilst visiting teachers can benefit from receiving original materials, effective cooperation between the documentation services or libraries of the two institutions can also be established.

Documentation can be sent to the receiving institution in advance. The following is a list of the types of information requested by teachers in the evaluation questionnaire:

Regarding pedagogical matters:

- the educational systems of EC Member States;
- current reforms in education systems;
- school programmes in their own Member State;
- pedagogical and didactic materials;
- the status of teachers in the Member States.

Regarding operational matters:

- practical information on the two schools (number and ages pupils, class schedules, location, etc.);
- tourist brochures and documentation;
- map of the city or surrounding vicinity;
- atlas;
- newspapers, journals, magazines.

This documentation is sure to arouse the curiosity and interest of staff members.

CONCLUSION

A systematic examination of the first two operational years has demonstrated the value of this scheme in incorporating and developing the European dimension in education. Dialogue begins when partners meet. From this, they develop the ability to thoughtfully approach unknown situations, as well as a new, objective outlook on the aspects of one's own country. Innovative ability and creativity are thus nurtured.

However, if this new richness is better perceived and exploited the teacher exchange scheme will be carried out in an even more flexible and open manner.

This is only the beginning of the scheme which was originally conceived as an "agreement established between two parties involved in a reciprocal exchange". The meaning of the term *exchange* has evolved little by little and is now perceived as a special feature, an element, a moment in school life.

During this time, the links are strengthened and the partnership can progress to an interschool association, which witnesses the development from a bilateral partnership to a multilateral one. In giving the term *exchange* the widest interpretation, by introducing the concept of multilateral partnerships, the teacher exchange scheme by its very nature, favours the development of reflection and consideration and the evolution of possible teacher mobility scenarios.

ANNEX I

LIST OF NATIONAL STRUCTURES

LIST OF NATIONAL STRUCTURES

BELGIQUE/BELGIE/BELGIEN

Communauté Française de Belgique

Direction Générale de l'Organisation des Etudes
Ministère de l'Education Nationale
Rue de la Science 43 — TEL : 32/2/238.87.06
B-1040 BRUXELLES — FAX : 32/2/238.87.21

Vlaamse Gemeenschap

Ministerie van Onderwijs
Koningsstraat 138 — TEL : 32/2/211.46.66
B-1000 BRUSSEL — FAX : 32/2/211.46.70

Deutschsprachige Gemeinschaft

Abteilung Organisation des Unterrichtswesens
Ministerium der Deutschsprachigen Gemeinschaft
Gospert 1-5 — TEL : 32/87/74.45.39
B-4700 EUPEN — FAX : 32/87/55.28.91

DANMARK

Informationscenter for Studie og
udvekslingslingsrejser
Dronningensgade 75, 1 — TEL : 45/31/95.29.00
DK-1420 KOBENHAVN K — FAX : 45/31/95.15.33

DEUTSCHLAND

Sekretariat der Ständigen
Kultusministerkonferenz
Pädagogischer Austauschdienst — TEL : 49/228/50.14.85
Nassestrasse 8 — FAX : 49/228/50.14.88
D-5300 BONN — TLX : 886 587 KmK

ELLAS

Ministry of Education and Religion
Metropoleos 15
GR-101 85 ATHENS

TEL : 30/1/323.66.6
FAX : 30/1/324.82.6
TLX : 216059 YPTH GR

ESPANA

Ministrio de Educacion y Ciencia
Paseo del Prado 28 - 4a
E-28014 MADRID

TEL : 34/1/420.36.25
420.21.28
FAX : 34/1/420.33.25

FRANCE

Ministère de l'Education Nationale,
de la Jeunesse et des Sports
DAGIC 11
173 Boulevard Saint-Germain
F-75006 PARIS

TEL : 33/1/40.65.65.89
FAX : 33/1/42.22.59.39

IRELAND

Youth Exchange Bureau
1st floor, Avoca House
189/193 Parnell Street
Irl-DUBLIN 1

TEL : 353/1/73.14.11
FAX : 353/1/73.13.16

ITALIA

Direzione Generale Scambi culturali
Ministero della Pubblica Istruzione
Via Ippolito Nievo 35
I-00153 ROMA

TEL : 39/6/580.95.21
FAX : 39/6/584.958.35

LUXEMBOURG

Ministère de l'Education Nationale
26 rue Aldringen
L-2926 LUXEMBOURG

TEL : 352/46.80.24.68
FAX : 352/46.80.25.76

NEDERLAND

Dhr. Kees Zwaga
CEVNO (Centre for European Education)
Nassauplein 8
NL-1815 GM ALKMAAR

TEL : 31/72/11.85.02
FAX : 31/72/15.12.21

PORTUGAL

Ministério da Educação
Avenida 5 de Outubro 35 - 7°
P-1000 LISBOA

TEL : 351/1/352.58.82
FAX : 351/1/76.41.19
TLX : 18428 EDUCAP

UNITED KINGDOM

The Central Bureau for Educational
Visits and Exchanges
Seymour Mews House
Seymour Mews
UK - LONDON W1H 9PE

TEL : 44/71/486.51.01
FAX : 44/71/935.57.41

ANNEX II

ADDRESSES OF LINGUA, PETRA, ARION PROGRAMMES

ADDRESSES OF LINGUA - PETRA - ARION PROGRAMMES

LINGUA

Rue du Commerce 10
1040 Bruxelles

Tel : 02/511.42.18
Fax : 02/511.43.76

PETRA

Square Ambiorix, 32
1040 Bruxelles

Tel : 02/230.71.06
Fax : 02/230.71.67

ARION

The Central Agency
Sekretariat der Ständigen Konferenz
Der Kultusminister der Länder
in der Bundesrepubliek Deutschland
Pädagogischer Austauschdienst
Nassestrasse 8
D - 5300 Bonn 1

Tel : 288/50.14.83
50.14.85
Fax : 288/50.13.01

ANNEX III

APPLICATION FORM

Note to Applicants

The information contained in the attached form will also be transmitted to the host school.

Given that education systems in the Member States vary, it is not always possible to find a school which exactly matches yours.

In order to establish an effective partnership, it is therefore in your interest to provide clear information about your post, qualifications, area of study and aspirations. Head of schools should also provide the necessary information to make it possible to find the most suitable partner school for a cooperation programme.

Please give answer in the language used in the questionnaire. **Answers should be typed or in block capitals.**

EXCHANGE OF SHOOL TEACHERS IN THE EUROPEAN COMMUNITY

Application form

Country of origin	Country required
	1.
	2.

1. GENERAL INFORMATION

Surname : _____ First name : _____

Date and place of birth : _____

Address : _____

Post code : _____ Town : _____

Country : _____

Tel. no. (inc. code) : _____

Recent photograph

Person to be contacted in case of emergency : _____

Tel. no. (inc. code) : _____

Main subject taught : _____

Name and address of your institution : _____

_____

2. MOTHER TONGUE : _____

Knowledge of foreign language

	Good	Functional	Passive
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Would you be prepared to teach in another language* ?

Yes
No

Which ones ?

Would you be prepared to teach your mother tongue* ?

Yes
No

3. **EDUCATION & PROFESSIONAL TRAINING**

Institution	Dates attended	Qualifications (class)

4. **PRESENT POST**

Name and kind of institution : _____

Position held : _____
(including special responsibilities)

Teaching assignments :

_____

_____

_____

* Please delete as appropriate

Additional responsibilities :

_____

_____

5. **PREVIOUS EMPLOYMENT**

5.1 Teaching

Institution	Subjects/Level	Dates

5.2 Others :

_____

_____

_____

6. **ACTIVITIES PROPOSED FOR THE FOREIGN TEACHER**

(e.g. the teacher will assist his/her partner during the class, will teach seperately, etc.)

_____

_____

_____

_____

_____

7. THE EXCHANGE : FORMULA, DURATION, DATES AND VENUES

(a) **Formula***

1. Simultaneous :
2. Consecutive exchange :
3. Combination :

(b) **Duration***

3 weeks	1 month

8. ACCOMMODATION

8.1. Accommodation requested for abroad* :

- exchange with the colleague(s)
- paying guest
- boarding school
- bed and board/hotel

8.2. Accommodation suggested for the foreign teacher :

type of accommodation : .....
number of beds available : .....
Community* : Inner city
suburban
rural
distance from school/college : .....

8.3. What other solution do you suggest :

_____

9. COMPLEMENTARY INFORMATION

9.1. Personal interests and leisure activities :

_____

_____

* Please delete as appropriate

9.2. Medical or personal information you may think are useful :

_____

_____

_____

10. **PROJECT(S)**

10.1. Do any projects of cooperation between your instution and the host institution already exist ? yes / no

Detail :

_____

_____

_____

10.2 What kind of project do you wish to initiate ? Give information as to the theme, aims, methods, subjects and teachers involved, materials, etc (this can be changed in consultation with your partner) :

_____

_____

_____

_____

_____

SIGNATURE : _____ **Date :** _____

PROFILE OF THE INSTITUTION

(to be filled out by the Principal)

1. Name : _____

   Address : _____

   Tel : _____ Fax : _____

   Name of the Principal : _____

2. Description of the institution

   Type : _____

   Philosophy/Aims : _____

   _____

   _____

   Number of pupils : _____ Number of teachers : _____

   Age of the pupils : _____

   Zone covered* : inner city
   suburban
   rural

   Length of each teaching period : _____

   Average number of pupils per class : _____

   Institution* : coeducational - girls - boys

3. Do you organize in-service training activities for your teachers ?
   If yes, what kind of activities ?

   _____

   _____

* Please delete as appropriate

4. What kind of teaching aids are used in your school ?

audio-visual methods	
video recordings	
computer equipment	
overhead projector	
others	

5. International Experience

Do you have any links with institutions abroad, exchanges, common projects ?

Type of experience	Country	Duration

6. Will your school receive support from local/regional/national authorities for this exchange ? If so, give details.

_____

_____

7. Signature of the Principal

1. I confirm that the teacher is recommended as suitable candidate.

2. This exchange has my full support.

Signature of the Principal : .....

Name : _____ Date : _____

Signature : Employer (if different from the Principal) :

.....

Name : _____ Date : _____

I confirm that, should this application be successful, leave of absence on full salary will be granted to the applicant for the period in question.

When completed please forward to your National Structure.

ANNEX IV

EVALUATION QUESTIONNAIRE

EVALUATION QUESTIONNAIRE

EXCHANGE OF SCHOOL TEACHERS IN THE EUROPEAN COMMUNITY

1. PARTICIPANT DETAILS

- Surname : .....
- First Name : .....
- School :

  .....

  .....
- Country : .....
- Dates of your stay :

  .....
- Type of institution (technical, professional, general)

  .....
- Age of your pupils :

  .....
- Geographical location of the school :

Inner city :.....

Suburb : .....

Rural area : .....

2. PARTNER DETAILS

- Surname : .....
- First Name : .....
- School :

  .....

  .....
- Country : .....
- Dates of your partners' stay :

  .....
- Type of institution (technical, professional, general)

  .....
- Age of your partner's pupils :

  .....
- Geographical location of the school :

Inner city : .....

Suburb : .....

Rural area : .....

3. EXCHANGE

3.1. Please indicate whether your exchange was* :

[a] - Simultaneous [b] - Consecutive [c] - Combination of the two

3.2. What was the duration of your exchange* :

[a] - 3 weeks [b] - 1 month [c] - Other

3.3. OBJECTIVES

Do you think that you were sufficiently aware of the programme's objectives* ?

[a] - Yes [b] - No [c] - Average

4. PREPARATION OF YOUR VISIT

4.1. Did your school/institution already have links with a school/institution in another Member State* ?

[Yes] [No]

4.1.1. If Yes, please give details

.....
.....

4.2. Did you present a co-operation programme before the exchange* ?

[Yes] [No]

4.2.1. If Yes, please append a copy.

* Please delete as appropriate

4.3. Did you attend a briefing meeting prior to the exchange, organised by*

4.3.1. Your institution/school [Yes] [No]

4.3.2. Your National Structure [Yes] [No]

5. DOCUMENTATION - INFORMATION

5.1. Did you receive any documentation* ? [Yes] [No]

5.1.1. From the host institution* ? [Yes] [No]

5.1.2. From the National Structures* ? [Yes] [No]

5.2. What kind of documentation did you receive ?
(append additional paper if necessary)

.....
.....
.....

5.3. What sort of documentation would you have liked to receive ?

.....
.....
.....

6. LANGUAGE USED DURING THE EXCHANGE

6.1. Which language did you use during your exchange ?

6.1.1. In a work context ?

.....

6.1.2. In an out of work context ?

.....

* Please delete as appropriate

7. REPORT

To facilitate the analysis of the report, please include the following points :

a) Preparation and organisation of the exchange

b) Detailed description of the cooperation project

c) Description of the work carried out during your stay at the school

d) Details of the exchange itself and the follow up

e) Evaluation of the experience, additional remarks, recommendations for future participants

f) Contribution to the inclusion of the European Dimension in the establishment

g) Contribution to the European Dimension in Education

h) Contribution to in-service training

8. SIGNATURES

8.1. Applicant : _____ Date : _____

8.2. Principle/Head teacher/ Director :

Name : _____ Date: _____

When completed, please forward to your National Structure with the report (in block capitals).

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